

■ The Structure of CLEAR

Five Core Skill Sessions

(All CLEAR clients complete these sessions.)

- Session 1: Getting to Know Each Other
- Session 2: Creating a Vision for the Future
- Session 3: Stressors and SMART Problem-Solving
- Session 4: Exploring Different Types of Communication
- Session 5: Putting it All Together

Other CLEAR Components

(CLEAR clients complete these components as desired.)

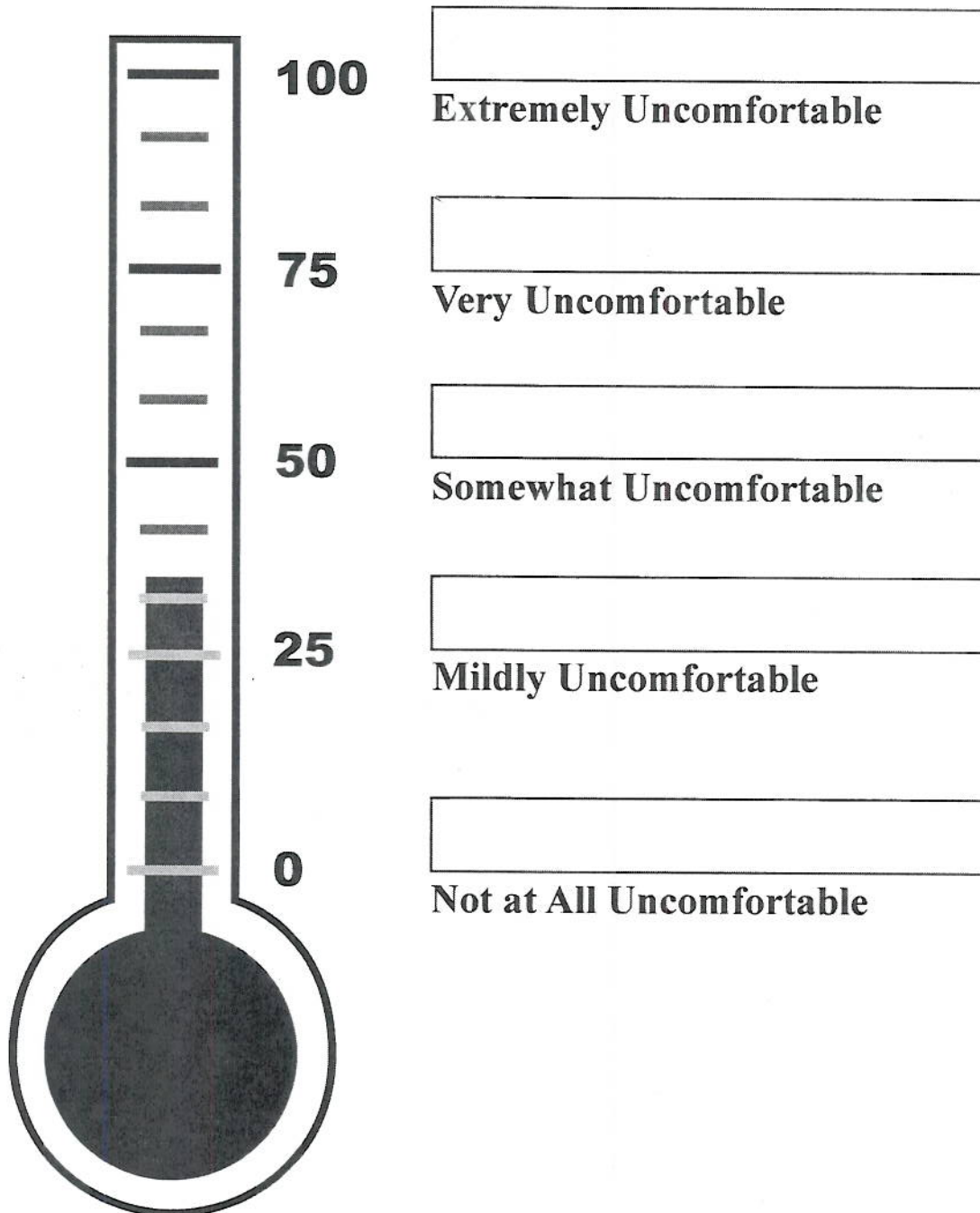
- Sexual Risk – Multiple sessions on: Why I Have Unsafe Sex, How to Use a Condom, Influencing a Partner to Use a Condom, Safe Sex, Refusing Unsafe Sex, Deciding when to Disclose HIV Status, and How to Tell your Sex Partner.
- Substance Use Risk – Multiple sessions on: Setting a Foundation for Change, Discovering your Internal and External Drug and Alcohol Triggers, Reaching your Goals around Injection Drug Use, and the Relationships Between Drugs, Alcohol, and HIV.
- Health Care and Self-Care – Multiple sessions on: Motivating to Stay Healthy, Attending your Health Care Appointments, and Partnering in your Health Care.
- Adherence – Multiple sessions on: The Effects of HIV Medications, Challenges to Taking your Medications, and Achieving Perfect Medication Adherence.
- Disclosure – Multiple sessions on Disclosure.
- Stigma – Multiple sessions on Stigma.

Wrap-Up!

(All CLEAR clients complete this session.)

- How Do I Maintain the Changes I Have Made?

■ Feeling Thermometer



CLEAR Ground Rules

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Signature of Client _____ **Date** _____

Signature of Counselor _____ **Date** _____

Goal Card

Directions: Each goal card should be roughly the size of a business card (2"x3.5").

(Front)

<p>MY GOAL FOR NEXT WEEK</p> <p>Session Goal: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

(Back)

<p>MY GOAL FOR NEXT WEEK</p> <p>Short-term Life Goal: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Guidelines for Goal Setting

- **Important to you, and you are committed to it.**
- **Realistic. Not too hard and not too easy (40-60 on the Feeling Thermometer).**
- **Brief, specific, and clearly stated.**
- **Easy to tell when you have accomplished it.**

Goal Log - Core Skill Session One

Date: _____

Short-term Session Goal: _____

What went well? _____

What would you have done differently? _____

■ Possible Ideal Self Characteristics

- Strong
- Caring
- Wise
- Courageous
- Responsible
- Physically Fit/ Healthy
- Forgiving
- Self-Loving
- Honest
- Calm
- Giving
- Loving
- Focused
- Respectful
- Financially Secure
- Fair
- Spiritual
- Friendly
- Loyal

Relaxation: Visualization

This relaxation exercise is designed to reinforce and strengthen your Ideal Self.

Get yourself as comfortable as possible. You can close your eyes if you wish.

Let your mind become quite and become aware of your breathing.

Don't try to change it- just feel it.

In and out. In and out.

Now take a deep breath in.

Let it out slowly.

With each inhale feel the cool air come in and flow through your chest, your shoulders, your arms, and your finger tips.

Exhale out all of the tension. *Pause.*

Feel your body become wonderfully relaxed. *Pause.*

Feel the peace in your body. *Pause.*

I want you to use your imagination and imagine a place that is safe, calm, and filled with good feelings. It's a place that is not too cool or not too warm—just the perfect temperature.

Take a look around and notice the beautiful colors. *Pause.*

Listen and hear the soothing sounds. *Pause.*

Let this wonderful place surround you. *Pause.*

Right now, your head is clear and calm.

You think light thoughts. There's no confusion.

Say to yourself "clear mind, light thoughts."

"Clear mind, light thoughts." *Pause.*

Spend a few moments looking around and exploring the tranquility around you. *Long Pause.*

On your next breath I would like you to wiggle your toes and fingers. Slowly open your eyes.

Go ahead and yawn and stretch.

How do you feel?

F-T-D Grid

Situation	Thermometer Reading	Physical Sensations	Thoughts	Action

■ Life Goals: What is Important To Me?

Under each category write your goals. You can have more than one goal in a category.

Education (examples: Get my GED; get my B.A. or A.A. degree; get a training certificate):

Work (examples: keep one job for a long time or work as a nurse):

Relationship with Others:

- ***Partner:*** (examples: find a partner who accepts my HIV, be with a partner who does not hit me or verbally put me down):
- ***Friends:*** (example: find friends that will support the positive changes I want to make in my life)
- ***Family:*** (example: share my HIV status with family members that I think can emotionally support me)
- ***Others:*** (example: health care provider)

Achievements (example: learn to drive or play an instrument):

Feeling Good About Myself (examples: exercising or keeping a healthy diet):

Other:

The life goal I want to work on during CLEAR is:

■ My Ideal Self

1.

2.

3.

4.

5.

■ Goal Log - Core Skill Session Two

Date: _____

Short-term Session Goal: _____

What went well? _____

What would you have done differently? _____

My life goal is: _____

Short-term Session Goal: _____

What went well? _____

What would you have done differently? _____

Relaxation: Releasing Tension

This exercise will help you become more aware of those areas in your body where you hold tension. By becoming aware of those parts of your body, you will know what areas you can focus on for some immediate relief.

Allow the client to get comfortable in his/her chair.

- ▶ **Get comfortable in your chair and loosely close your eyes.**
- ▶ **Starting from the top of your head and working all the way down to your feet, think of the parts that make up your face and body. Take a breath and on the exhale let the tension in that part of your body relax.**
 - **Forehead**
 - **Eyes**
 - **Jaw**
 - **Mouth**
 - **Shoulder**
 - **Neck**
 - **Arms**
 - **Hands**
 - **Thighs**
 - **Calves**
 - **Feet**
- ▶ **Yawn and stretch.**
- ▶ **Open your eyes gently.**
- ▶ **Where did you feel the greatest release? Were you surprised to find so much tension in that part of your body?**
- ▶ **How do you feel after the physical relaxation?**
- ▶ **How do you think relaxation can be used to direct the Feel-Think-Do process?**

■ SMART Problem-Solving Guidelines

Step 1: S = State the problem

- Is the problem stated clearly? (Writing it down will help you define it clearly.)
- Is it complete?
- What's your read on the Feeling Thermometer when you think about the problem?

Step 2: M = Make a goal

- Exactly what do you want to accomplish? What do you want to change from the way it is now?
- Is the goal stated clearly?
- Is it specific, so you can for sure tell when you have achieved it? (Again, writing it down will help.)
- Are you sure this is the goal you want? Can you make a commitment to working on it?

Step 3: A = Actions - List the Actions You Might Take To Achieve the Goal

- Are these all of the actions you could reasonably take that would achieve your goal?
- Is each action stated clearly?
- Do the actions specify just one thing to do, as opposed to several things at the same time?
- Does each action describe something you will do, as opposed to how you will feel or think? (It's best to have at least three actions to choose from if possible.)

Step 4: R = Reach a decision about which actions you could take

- Have you picked the best course of action, the one with the most pros and the fewest cons?
- How will you get the skills that you need, if you don't have them already?
- How will you get the resources that you need, if you don't have them already?

Step 4: R = Reach a decision about which actions you could take - *continued*

- Are there any additional skills or resources that you will need to be successful? (Anything that is not a skill can be considered a resource. People can be a resource; time can be a resource; money can be a resource; objects and materials can be resources.)
- What is going to be your plan for taking the action? What are the specific steps?
- What things can get in the way of taking this action and being successful with it? Is there anything you know about for sure that will make it difficult? Is there anything that might go wrong?
- What are your plans for dealing with these barriers, so they don't keep you from taking the action you want to?

Step 5: T = Try it and review it

- Did the action work out as you expected?
- Were you successful in taking your action? Completely? Partly?
- Would you do anything differently if you were starting again?
- Did the action you took achieve the goal you wanted to accomplish? Completely? Partly?
- Do you need to make a new plan in order to be successful in taking this action?
- Do you need to find a new action that will move you forward toward achieving your goal?

Applying SMART Problem-Solving

Step 1: S = State the problem

Step 2: M = Make a goal

Step 3: A = Actions - List the Actions You Might Take To Achieve the Goal

- ---
- ---
- ---
- ---
- ---

Step 4: R = Reach a decision about which actions you could take

- What's the best course of action, the one with the most pros and the fewest cons?
- Are there any additional skills or resources that you will need to be successful? (Anything that is not a skill can be considered a resource. People can be a resource; time can be a resource; money can be a resource; objects and materials can be resources.)
- What are your plans for dealing with these barriers, so they don't keep you from taking the action you want to?

Step 5: T = Try it and review it

- Did the action work out as you expected?
- Were you successful in taking your action? Completely? Partly?
- Would you do anything differently if you were starting again?

Goal Log - Core Skill Session Three

Date: _____

Short-term Session Goal: _____

What went well? _____

What would you have done differently? _____

My life goal is: _____

Short-term Session Goal: _____

What went well? _____

What would you have done differently? _____

■ Assertive Communication

My Ideal Feeling Thermometer Range: _____

I. The first component of assertive communication is “What to Say.”

1. Use “I” statements.
 - ♦ Put your comments in terms of “I want” or “I need.”
 - ♦ DO NOT use “you should.”
2. State what you need.
 - ♦ Let the other person know what you want them to do.
 - ♦ Avoid misunderstandings.
 - ♦ Don’t assume another person can read your mind.

II. The second component of assertive communication is “How to Say It.”

1. Say something positive.
 - ♦ It puts people in a better frame of mind.
 - ♦ They won’t be defensive.
2. Listen to the other person and show you understand.
 - ♦ It helps when others think you can put yourself in their shoes.
 - ♦ It can change your own point of view.
3. Provide information they need to know.
 - ♦ You may know more about what is important to you than they do.
 - ♦ Tell them what you think is important and give them the information they want.
4. State your feelings in a non-hostile way.
 - ♦ If a conversation is not going well with another person, name the feeling, communicate it, and explain it.
 - ♦ Anger usually comes when you are feeling uncomfortable – more than a reading of 60 on the Feeling Thermometer. Try to communicate the feelings that you may be experiencing, such as frustration, hurt, rejection fear, or anxiety, when your Feeling Thermometer reading is still low.
 - ♦ When a person’s Feeling Thermometer reading is over 60 and he or she is feeling angry, it is common for that person to end up attacking the other person and communicating a blaming message.
 - ♦ Your interactions will go more smoothly if you communicate the feelings before they become too uncomfortable, and before they lead to anger.

■ Relaxation Sequence: On the Beach

Get yourself in a comfortable position. *Pause.*

Observe your breathing. *Pause.*

Now, breathe out deeply three times.

One. *Pause.*

Two. *Pause.*

Three. *Pause.*

Close your eyes, if you wish, as we take a little journey.

You are in a little house by the beach. *Pause.*

You open the door to the deck, and, before you can even step outside, the sun greets you warmly.

See how blue the sky is. *Pause.*

Just a few wispy clouds.

Smell the tangy salt air. *Pause.*

You walk to the edge of the deck and step down into the fine white sand.

Feel the warm sand between your toes. *Pause.*

You hear the surf breaking and the sea gulls crying.

See the waves slowly rolling on the shore. *Pause.*

You walk on the soft sand, moving closer to the ocean, and spread your towel.

You sit watching the soothing rhythm of the sea.

Breathe in and out. *Pause.*

In and out. *Pause.*

In and out. *Pause.*

You lie there on the empty beach.

Your whole body becomes one with the sun, waves, sand, and sky.

**Can you see the gulls gliding without effort, nodding on the breeze as if they were asleep?
*Pause.***

Can you see the gulls gracefully swoop and bank and turn? *Pause.*

Feel the breeze blowing softly, cooling, and cleansing you.

You seem to sink into the sand.

Can you feel your breath becoming deep and slow? *Pause.*

Can you feel your heartbeat--regular, an easy rhythm, strong? *Pause.*

You rest. *Pause.*

You rest a little longer. *Pause.*

Slowly you sit up. *Pause.*

You see a little purple shell carved by the sea, so that it seems to have magical writing on it.

Put it in your pocket.

You stand up. *Pause.*

Walk slowly back to the beach house. *Pause.*

The sand covers your feet and you dig with your toes.

You are almost at the step to the deck.

Step up. *Pause.*

You look back at the ocean feeling so refreshed.

So peaceful. Open the door to the house and go in.

■ Scripted Role-Play: The Next Appointment

Receptionist: Your next appointment will be on Friday at 8:30 am.

Patient: I can't come at that time. I need a Wednesday appointment in the afternoon.

Receptionist: Look, we are trying to squeeze you in.

Patient: I appreciate that. Wednesday is the best day for me.

Receptionist: The doctor isn't here then. He's always off on Wednesday afternoon.

Patient: OK, so, he's off on Wednesdays. I'm sure he needs a rest. Well, Monday is the next best day for me—mornings.

Receptionist: I'd have to check on that. A lot of people who have problems over the weekend want to come in on Monday mornings.

Patient: I feel frustrated not being able to get a time that is good for both of us.

Receptionist: Well, all right. We'll make it on Monday the 22nd at 9 in the morning.

Patient: Thank you. I feel better. That's good. I'll see you on Monday the 22nd.

THE END

■ Goal Log - Core Skill Session Four

Date: _____

Short-term Session Goal: _____

What went well? _____

What would you have done differently? _____

My life goal is: _____

Short-term Session Goal: _____

What went well? _____

What would you have done differently? _____

Individual Prevention Plan

PROJECT
CLEAR

Use one sheet per prevention goal. Make photocopied of this sheet as necessary.

Client Name: _____ Client ID# _____

<p>Long-Term Prevention Goal # _____</p> <p>_____</p> <p>Long-Term Life Goal # _____</p> <p>_____</p> <p>Date Developed: _____</p>

Short-Term Weekly Goal Set During Each Session			Goal Accomplished	
			Yes	No
Date	Life Goal	Prevention Goal		
Goal Accomplished!				

Client's Signature: _____

Date: _____

Prevention Counselor Signature: _____

Date: _____

Prevention Goals

Under each category write your goals. You can have more than one goal under a category.

Sex:

(examples: I want to lower my discomfort about condoms, I want to refuse unsafe sex)

Substance Use:

(examples: I want to stop shooting up, I want to say no to my friends who influence me to use)

Health Care and Self-Care:

(examples: I want to exercise, I want to eat more healthily, I want to keep all my health care appointments, I want to better advocate for my health)

Adherence:

(examples: I want to be able to talk to my doctor about my medication side effects, I want to be 100% medication adherent)

Disclosure:

(examples: I want to feel more confident about making disclosure decisions, I want to know some tips for making a disclosure in the best possible way)

Stigma:

(examples: I want to better cope with HIV stigma, I want to know my rights when it comes to discrimination against persons with HIV)

Prevention Steps Taken

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

■ Identifying My Triggers for Unsafe Sex

Triggers are the situations, people, places, or substances that set us off and lead to unsafe sex. We can identify the triggers in the events that lead up to the unsafe sex. The following questions can help you identify your triggers.

- When was the last time you had unsafe sex?
- Was your partner a new, casual, or steady partner?
- Where were you before you had sex (e.g. at a bar, party, park, dinner, etc.)?
- Who was there? Why were you there?
- What led to the sex? (e.g., were you flirting, drinking, fighting, etc.)?
- Were drugs or alcohol present?
- Were there any stressful events going on in your life at that time?
- Who initiated the unsafe sex?
- When you thought about bringing up safer sex with your partner, where was your Feeling Thermometer?
- Where was your Feeling Thermometer right before the sexual activity?
- What were your thoughts about having unsafe sex before it happened?
- How would your Ideal Self like the encounter to have been different?

Trigger	How influential is this trigger?	How difficult is it to control this trigger?
	None (1) - Highest (5)	Easiest (1) - Highest (5)
Places:		
People:		
Life Events or Circumstances:		
Drugs or Alcohol:		
External Pressure (e.g., your partner, friends, etc.):		

■ What's My Comfort Level?

What's My Comfort Level?	
Sexual Activity	Feeling Thermometer Reading

Substance Use Weekly Schedule

- What did you use and how much?
- Where did you use?
- Who were you with when you used?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

■ How To Use A Female Condom

Directions:

1. Find a comfortable position to insert the condom. Three possible options are standing with one foot on a chair, squatting with your knees apart or lying down with your legs bent and knees apart.
2. Hold the female condom with the open end hanging down. Squeeze the inner ring (at the closed end) with your thumb and middle finger and insert it into the vagina just past the pubic bone, much like a diaphragm or cervical cap. This inner ring is for making it easy to insert and will keep the condom anchored in place. Make sure the condom is inserted straight and not twisted.
3. The outer ring stays outside of the vagina after it is inserted. Once in place, the condom should cover the woman's labia and the base of the penis during intercourse.
4. Use your hand to guide the penis into the female condom. If you don't pay attention the penis could go beside the condom and directly into the vagina. If something does goes wrong getting started or while having sex, throw the condom away and start again.
5. If the outer ring gets pushed into the vagina, stop and discard the condom. Put a new condom in and try again.

Tips:

- Use a condom every time you have sex.
- Use a new condom every time you have sex; never use the same condom twice.
- Do not use a male condom and a female condom at the same time. They are both more likely to break.
- If you tear the condom anywhere, don't use it.
- Use enough lubricant in the condom to keep it slippery wet. Don't let it get dry or too sticky. Add more lube or a little water as needed.
- Don't have sex if you're high or drunk.
- Remember that the female condom can be put on ahead of time in private, or in front of a partner right before you have sex if you wish.
- You could even teach your partner how to insert it and make it part of your lovemaking.
- Inserting a female condom correctly takes a little more practice than learning how to put on a male condom.
- If you think you might try them, practice a few times before you try to use them for real.
- Don't re-use the female condom. If you're having sex with two or more people at the same time, make sure to insert a new female condom when you switch partners.

■ How To Use A Male Condom

Putting It On:

1. Check the expiration date on condom package.
2. Open the package carefully.
3. Put a drop of water-based lubricant inside the tip of the condom. Make sure the lubricant or condom does not contain Nonoxynol-9.
4. Roll down ½ inch of the condom.
5. Put the condom against the head of the hard penis. If the penis is uncircumcised, pull back the foreskin.
6. Squeeze any air out of the tip of the condom before rolling it down.
7. Roll the condom all the way down to the base of the penis.
8. Gently smooth out any extra air.

Taking It Off:

1. Pull out gently while the penis is still hard.
2. Hold the condom at the base of the penis while pulling out so the condom doesn't leak or slip off.
3. Starting at the base, roll the condom off carefully so the semen doesn't spill.
4. Throw the condom away. Never use a condom twice.

Do:

1. Use only latex condoms.
2. Use for vaginal, anal, and oral sex.
3. Use only with water-based lubricant.
4. Check the condom packet for punctures.
5. Put on the condom before the penis even touches the anus, vagina, or mouth.
6. Pull back foreskin before rolling the condom down if the penis is uncircumcised.
7. Leave a little room at the end of the condom for the semen.
8. Use a new condom each time you have sex. They cannot be reused.

Don't:

- Don't use an oil-based lubricant.
- Do not use condoms or lubricants that contain Nonoxynol-9.
- Don't use a condom more than once.
- Don't puncture them.
- Don't use lambskin condoms.
- Don't have sex without a condom.
- Don't have sex when you are high or drunk.

■ Assertive Communication

My Ideal Feeling Thermometer Range: _____

I. The first component of assertive communication is “What to Say.”

1. Use “I” statements.
 - ♦ Put your comments in terms of “I want” or “I need.”
 - ♦ DO NOT use “you should.”
2. State what you need.
 - ♦ Let the other person know what you want them to do.
 - ♦ Avoid misunderstandings.
 - ♦ Don’t assume another person can read your mind.

II. The second component of assertive communication is “How to Say It.”

1. Say something positive.
 - ♦ It puts people in a better frame of mind.
 - ♦ They won’t be defensive.
2. Listen to the other person and show you understand.
 - ♦ It helps when others think you can put yourself in their shoes.
 - ♦ It can change your own point of view.
3. Provide information they need to know.
 - ♦ You may know more about what is important to you than they do.
 - ♦ Tell them what you think is important and give them the information they want.
4. State your feelings in a non-hostile way. Use “I” statements. For example, “I feel frustrated because you don’t seem to be listening to me.”
 - ♦ If a conversation is not going well with another person, name the feeling, communicate it, and explain it.
 - ♦ Anger usually comes when you are feeling uncomfortable – more than a reading of 60 on the Feeling Thermometer. Try to communicate the feelings that you may be experiencing, such as frustration, hurt, rejection fear, or anxiety, when your Feeling Thermometer reading is still low.
 - ♦ When a person’s Feeling Thermometer reading is over 60 and he or she is feeling angry, it is common for that person to end up attacking the other person and communicating a blaming message.
 - ♦ Your interactions will go more smoothly if you communicate the feelings before they become too uncomfortable, and before they lead to anger.

■ Getting Ready To Influence My Steady Partner To Accept Condoms

Get Ready:

- Think of a time you got your partner to do something you wanted. How did you do it?
- Decide the end result you are willing to live with: Is it more important to protect your partner and yourself by insisting on using condoms, no matter what, or to keep your relationship with that partner if he is really serious about not using condoms.
- Think of ways to make your partner feel good about him- or herself.
- Pick a good time and place.

Do's:

- Do start with something positive.
- Do tell your partner how you feel and what you want. For example, say how happy you will be if the two of you use protection.
- Do repeat back to your partner what your partner says he or she wants from you.
- Do tell your partner when he or she says or does something that you like.
- Do stop the moment the discussion gets negative.

Don'ts:

- Don't put your partner down.
- Don't keep trying to talk to your partner if he or she makes nasty comments about you.
- Don't let your rights be violated.

■ Persuading My Sexual Partners

Answer the following questions for each sexual partner:

- What do you think your partner's response would be?
- How would you respond if he or she refused to have sex with a condom?
- How would you feel if he or she refused to have sex with you with a condom?
- How would his or her refusal affect your relationship?

Type of Partner	Thoughts	Feeling Thermometer Reading
A long time partner who is HIV negative or of unknown status.		
A long time partner who is HIV positive.		
Someone you just met at a bar.		
Someone you just met on-line.		
Someone at a club.		
Someone at a public place.		
An HIV negative person you just met.		
An HIV positive person you just met.		
A person of unknown status you just met.		
Someone you have a casual sexual relationship with.		

■ Making It Safer

Risk Rating

H: High Risk

M: Medium Risk

L: Low Risk

Pleasure Rating

H: Highly Pleasurable

M: Moderately Pleasurable

L: Low - Not Much Pleasure

Sexual Activity	Risk Rating	Pleasure Rating	Feeling Thermometer Reading	How To Make This Activity Safer